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AUTHOR Montemurro, Theodore J.
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ABSTRACT

The behavior patterns of 6 handicapped children and 14 nonhandicapped children were recorded during participation in a model developmental-interactive based curriculum for preschool children. Interactions were recorded using the Coping Analysis Schedule for Educational Settings. Among findings were the following: the consistently high occurrence of Style E (attentive, adult oriented, compliant) is common among both handicapped and nonhandicapped young children; Style F behavior (assertive, socially integrative, task oriented) occurs more often among nonhandicapped children; and Style G (conforming, passive, submissive to direction) occurs more frequently among the handicapped children; when interacting with nonhandicapped peers, handicapped children are more likely to exhibit parallel play, appropriate integrative play, and appropriate sharing of information; and, in summary, the behavior of handicapped and nonhandicapped preschool children are represented by similar rather than dissimilar styles. (SBH)

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THE BEHAVIOR OF PRESCHOOL HANDICAPPED CHILDREN AND THEIR INTERACTIONS WITH MODEL CHILDREN: AN UPDATE

Fri. Research Forum

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THEODORE J. MONTEMURRO
SAN JOSE STATE UNIVERSITY

The San Jose State University Model Demonstration Preschool is currently in its third and final year at the Institute for Research in Child Development. Since the inception of the preschool program, September, 1977, six handicapped children have been integrated with fourteen model children in a developmental - interactive based curriculum (Hagan, 1978). All the children in the preschool range from three through five years in age. Over the duration of the preschool program the composition of the children has changed yearly. All of the original fourteen model children have progressed to kindergarten. The current group of model preschool children is composed of eleven first year pupils and five second year pupils.

Similar enrollment fluctuations have also occurred with the preschool handicapped children. The current group of handicapped preschool children is composed of two Down's Syndrome children, one speech delayed child, one arrested hydrocephalic child, and one behavioral disordered child. The two Down's Syndrome children have been with the preschool program since its inception. The other handicapped children are completing their first year in the preschool program.

Since September, 1977, the behavior of the handicapped and non-handicapped children and their interactions has been recorded using the Coping Analysis Schedule for Educational Settings (CASES) (Spaulding and Papageorgiou, 1977). This instrument is composed of nineteen overt behaviors ranging from

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aggressive to integrative to passive actions. (See Table 6). When clustered into empirically determined groups, the behaviors reveal eight styles of coping, reflective of personality development and ego theory (Spaulding, 1978). The eight styles are:

Style A: dominative, active agressive, annoying, bothering, manipulating
Style B: resistant, passive, aggressive, delaying, peer-oriented, off task
Style C: passive, withdrawn, avoidant, dreamy
Style D: peer dependent, distractible, off task
Style E: attentive, adult oriented, complaint
Style F: assertive, socially integrative, task-oriented
Style H: conforming, passive, submissive to direction

For each style of behaving, a visibility threshold, defined as a point one standard deviation above the mean and represented by a coefficient of 1.00, has been empirically established.

In a period of fifteen weeks an everage of]4-]7 behavior samples will have been recorded for each child. Each behavior sample represents a minimum of 25 tallies. Samples of the children's behavior are collected individually or in groups of two to six children across all settings by a trained observer.

The mean coefficients of the eight coping styles for non-handicapped and handicapped children for all settings and submects are reported by years in Tables 1-3. Table 3 represents data only for the Fall,]979. The predominant behaviors of both groups are Styles E, F and G. The consistently high occurrence of Style E, adult dependent behavior, is common among young children, and obviously shared by both handicapped and non-handicapped children. Style E is characterized by attending carefully, usually to an adult; sharing information and seeking information. This behavior can be readily observed in teacher directed settings such as storytelling. The rate of occurrence of Style E behavior appears to be related to the amount of direction from the teacher. In settings such as program directed choice where children are free to choose among many activities, they tend to decrease their reliance upon adults and

TABLE 1

Mean Coefficients of the CASES Behavior Styles for Non-Handicapped children and Handicapped children in All Settings and Subjects for Fall '77 through Summer '78.

		STYLES							
GROUP	N	A	B	C	D	E	F	G	H
NON-HANDICAPPED	14	.09	.09	.04	.06	1.54	1.08	1.27	.11
HANDICAPPED	5	.06	.10	.01	.08	1.65	.45	1.37	.22

TABLE 2

Mean Coefficients of the CASES Behavior Styles for Non-Handicapped children and Handicapped children in All Settings and Subjects for Fall '78 through Spring '79.

		STYLES							
GROUP	N	A	B	C	D	E	F	G	H
NON-HANDICAPPED	14	.15	.11	.04	.03	2.29	.91	.81	.11
HANDICAPPED	6	.01	.09	.06	.02	2.17	.52	1.06	.15

TABLE 3

Mean Coefficients of the CASES Behavior Styles for Non-Handicapped children and Handicapped children in all settings and subjects for Fall '79.

		STYLES							
GROUP	N	A	B	C	D	E	F	G	H
NON-HANDICAPPED	15	.08	.09	.01	.01	2.35	.70	.88	.16
HANDICAPPED	5	.07	.04	.00	.02	2.13	.26	1.06	.37

and Style E behavior diminishes to a point below visibility.

By inspection you will note that Style F behavior occurs more often amongst the non-handicapped children and Style G occurs more frequently amongst the handicapped children. Both behaviors are more likely to occur in program directed settings. In program directed choice settings, children are free to choose among many activities. Activities such as dramatic play, blocks, manipulative, outside play are examples. As children participant in these and similar activities they often engage other children. Their actions become integrated around a desired goal or product and they often share responsibilities to achieve an outcome. This is style F behavior. In similar circumstance another child may chose to play alone (isolated play) or near other children without sharing a common objective (parallel play). This is style G behavior. The fact that style F occurs less often in handicapped group may be reflective of the handicapped child's developmental level. Cognitively, the handicapped may not be able to exhibit cooperative play and instead plays near other children or by himself. He may have not also developed the prerequisite communication skills to actively share the play of other children.

The remaining five behavior styles occur at a very low rate which ineffect is appropriate and desirable for both groups. Styles A, B, C, and D are considered inappropriate means of behaving and while some behavior is found in each style the rate is negligible. Style H behavior while not considered to be an inappropriate style and in fact commonly found in school settings, would be considered inappropriate if the educational pedagogy was guided by active participation on the part of the learner as is the case in the philosophy of this preschool program (Edwards and Montemurro, 1979).

As groups the non-handicapped and handicapped children consistently exhibit very appropriate and similar styles of behaviors. The amount of style F and style G behaviors has been repeatedly found to distinguish one group from the other. This difference may be related to developmental delays commonly associated with handicapped children particularly the two Down's Syndrome children who constitute a third of the handicapped group. Subsequent analysis may reveal that the difference in the amount of style F behavior is more particular to a handicapping condition than generally true for all handicapped conditions.

The ability of the handicapped group of preschoolers to adhere to the behavioral expectations held for their non-handicapped peers would be indicative of supporting similar integrated preschool programs.

The interactions among handicapped children and non-handicapped children have been recorded by using the transactional and parallel play categories of the CASES instrument. Actions initiated by handicapped children toward handicapped children and non-handicapped children for Spring 1979 to Fall 1979 are displayed in Table 4. The predominant interactions are appropriate parallel play (5a), carefully observing (6a), appropriate sharing information 7a and appropriate integrative play (8a). Since at least 70% of the carefully observing (6a) behavior is directed towards the teacher, it will not be considered here as a significant form of children's interactive behavior.

When interacting with non-handicapped peers, handicapped children are most likely to exhibit parallel play, appropriate integrative play and appropriate sharing of information. Discounting the carefully observing behavior (6a), the aforementioned behaviors account for 96% of the interactions of handicapped children with non-handicapped children. As reported by Edwards and Montemurro (1979) these interactions occur predominately in program directed settings where activities such as block play, arts and crafts, dramatic play and outside play are found.

Interactions initiated by handicapped children toward other handicapped children when compared to interactions with non-handicapped peers are similar in the occurrence of parallel play (5a) and integrative play (8a) but differ in the amount of directing others (3a) and the complete obsents of inappropriate parallel play (5b), inappropriate integrative play (8b), and appropriate seeking assistance (9a) and inappropriate seeking assistance (9b). The largest portion of the interactions amongst handicapped children is parallel play and integrative play accounting for 88% of all the interactions. Attempts by handicapped children to appropriately control others is twice more likely to be directed toward another handicapped child than a non-handicapped child. When needing assistance, handicapped children seek help from their non-handicapped peers. Inappropriate interactions, 5b, 7b, 8b, 9b, while only accounting for 2% of the total interactions is more likely to be directed toward a non-handicapped child than a handicapped child.

TABLE 4

Frequencies and Percentages of Parallel Play and Transactional Activities of Handicapped children toward Handicapped children and Non-Handicapped children.

DIRECTION		PARALLEL PLAY		TRANSACTIONAL CATEGORIES									
		5a	5b	3a	3b	6a	6b	7a	7b	8a	8b	9a	9b
H - H	N	52		15		9		4	2	98			
	%	3		68		1		3	29	22			
H - NH	N	1551	25	7		1452	14	118	5	353	7	16	11
	%	97	100	32		99	100	97	71	78	100	100	100
TOTALS		1553	25	22		1561	14	122	7	451	7	16	11

Note: Empty cells represent no behavior observed in that category.

Category descriptions:

5a = appropriate imitative parallel play

5b = inappropriate imitative parallel play

3a = appropriate directing of others

3b = inappropriate directing of others

6a = paying close attention to appropriate behavior of others

7a = appropriate initiation of integrative activity

7b = initiation of inappropriate integrative activity

8a = appropriate integrative activity

8b = inappropriate integrative activity

9a = giving assistance to a handicapped child

Interactions initiated by non-handicapped children toward handicapped children and other non-handicapped children are displayed in table 5 for the Spring 1979 to Fall 1979. The dominant interaction by non-handicapped children toward handicapped children is appropriate integrative play (8a), accounting for 94% of the total interactions directed toward handicapped children. Only 2% of the interactions directed toward handicapped children (3b, 7b, 8b) can be characterized as inappropriate. In an earlier paper, Edwards and Montemurro (1979) reported similar figures for the period Fall 1977 through Winter 1979, 68% of the interactions were integrative play 8a and 2.3% of the interactions were inappropriate (5b, 3b, 7b, 8b). Edwards and Montemurro (1979) also reported that nearly 88% of the interactions occurred in program directed settings where activities such as water/sand play, manipulative, arts/craft, outside play, dramatic play and block play are found.

When interacting with their non-handicapped peers, non-handicapped will engage in 5a, 7a, or 8a behaviors. Combined these interactions represent 90% of the interactions directed toward non-handicapped children by non-handicapped children. Only 6% of the interactions directed toward non-handicapped children (5b, 3b, 7b, 8b, 9b) can be characterized as inappropriate. When controlling others, or sharing information or seeking information non-handicapped children are much more likely to do so with other non-handicapped children.

In summary, the behavior of handicapped preschool children and non-handicapped preschool children are represente by similar rather dissimilar styles. Interactions amongst handicapped children and non-handicapped whether initiated by a handicapped child or non-handicapped child is clearly appropriate.

TABLE 5

Frequencies and Percentages of Parallel Play and Transactional Activities of Non-Handicapped children toward Handicapped children and other Non-Handicapped children.

DIRECTION		PARALLEL PLAY		TRANSACTIONAL CATEGORIES									
		5a	5b	3a	3b	6a	6b	7a	7b	8a	8b	9a	9b
NH - H	N	4		9	3	36		3	2	361	1		
	%	4		9	8	1		1	2	17	1		
NH - NH	N	3133	81	93	35	4126	56	426	115	1813	119	145	18
	%	99	100	91	92	99	100	99	98	83	99	100	100
TOTALS		3137	81	102	38	4162	56	429	117	2174	120	145	18

Note: Empty cells represent no behavior observed in that category.

Category descriptions:

5a = appropriate imitative parallel play
5b = inappropriate imitative parallel play
3a = appropriate directing of others
3b = inappropriate directing of others
6a = paying close attention to appropriate behavior of others
7a = appropriate initiation of integrative activity
7b = initiation of inappropriate integrative activity
8a = appropriate integrative activity
8b = inappropriate integrative activity
9a = giving assistance to a handicapped child

Table 6

The Coping Analysis Schedule for Educational Settings (CASES)

(Brief Form)

No.	Description (Abbreviated)
1	Aggressive, hurtful, destructive behavior
2	Negative attention-getting behavior
3a	Controlling others in a pro-social manner
3b	Controlling others in a self-serving manner
4	Resisting, delaying, defensive checking
5a	Appropriate self-directed, independent activity
5b	Inappropriate self-directed, independent activity
6a	Paying close attention in accordance with teacher expectations
6b	Paying close attention to events unrelated to the task at hand
7a	Integrative sharing and helping in accordance with teacher expectations
7b	Integrative sharing and helping in conflict with teacher expectations
8a	Integrative social transactions in accordance with teacher expectations
8b	Integrative social transactions in conflict with teacher expectations
9a	Integrative seeking and receiving help in line with teacher expectations
9b	Integrative seeking and receiving help in conflict with teacher expectations
10	Following directions and teacher expectations obediently and submissively
11	Observing passively and checking on noises and movements of others
12	Responding to internal stimuli and not in close contact with the environment
13	Physical withdrawal and avoidance of involvement in classroom activities

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